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AUTHOR McGill, Ian; Beaty, Liz
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ABSTRACT

This guide is intended to assist practitioners involved in facilitating action learning (AL). Examined in Part 1 are the following topics: principles of AL (distinctive features of AL, purpose of AL sets, life span of AL sets, values underpinning AL); independent versus organization-sponsored AL sets; AL set operation (time, tone setting, set progression); set member responsibilities (presenting, supporting, preparing, reviewing); being a facilitator (responsibilities and core qualities); and self-facilitated sets (benefits, the Brighton experience, requirements, applications). Part 2 includes chapters on the following topics: benefits and organization of an introductory workshop; basic skills (group and interpersonal skills, listening, reflecting back, disclosure); and additional skills (management of emotion, empathy, feedback, generalizations, and specification of actions). Part 3, which focuses on the uses of AL, includes chapters on the following: key issues for management development (changing nature of organizational life and manager development versus management development); use of AL for management development; AL in higher education (structures, issues, models, and AL in staff development); and AL as a contributor to individual, organizational, and social change. Concluding the guide are a glossary and 50-item bibliography. (MN)

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